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ABSTRACT

This publication, based on a 2002 presentation given before the League for Innovation, offers advice to community colleges for applying for outside funding for innovative programs. The presentation is in a question/answer format. Some of the questions asked and answered include the following: Question (Q): What should drive the development of a grant proposal? Answer (A): Student needs that are not being met to the degree they should, problems that have not been adequately addressed, and program enhancements that have not been implemented due to funding/resource complaints. Q: How do I determine what funding sources are available? A: Network with other colleges, successful grant writers, and funding agencies; estimate the odds; and keep abreast of the literature through Web sites, listservs, newsletters, and professional journals. Q: How can I format my proposal so readers will fund it? A: Follow the directions, secure the reader's scorecard from the funding source or an already funded grant, and consider the selection criteria section of the application packet. Q: How can I gain a competitive edge in the proposal writing process? A: Assume the role of the reader by considering whether the document is negotiable, logical, visually pleasing, and readable. Includes some excerpts from successful proposals. (NB)

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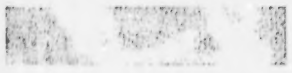
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2

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Kankakee Community College presents:

For the second consecutive year, a team from Kankakee Community College has been invited to present at the League for Innovation's annual conference for community colleges.

This year, the KCC team will share proven practices and strategies to secure external funding as well as strategies for winning competitive dollars from federal, state, corporate and foundation organizations to support new initiatives. KCC is a leader in external funding development, garnering more than \$15 million dollars over the past 10 years to develop and implement innovative programs.

Representing KCC are Rick Manuel, vice president for Institutional Advancement; Barbara Arseneau, director of Enrollment Services; Julia Walsh, director of TRIO Student Support Services; and Kari Sargeant, director of Career and Placement Services.

These presentation team members have gained funding for more than 30 competitive proposals in recent years. Each contributor has delivered presentations to audiences around the country.



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What should drive
the development of a
grant proposal?

- A. Unmet student need(s)
- B. Needed program enhancements
- C. Seeing your name in print
- D. Solving a broad problem



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Answer: A, B and D

As a routine part of divisional activities, staff should take time to identify and verbalize (1) student needs that they recognize are not being met to the degree they should be, (2) problems that have not been adequately addressed and (3) program enhancements that have not been implemented due to funding/resource constraints. The need for or the potential significant benefit of the proposed project must be able to be documented. It is helpful if the need, problem or proposed improvement is related to a current emphasis at the state and/or national level. For example, currently if a project ties in with technology, outcomes assessment, or collaboration, it is—generally speaking—more likely to be funded. Keep a record of those needs, problems and desired improvements as they are identified.



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How do I determine what
funding sources are available?

- A. Network
- B. Determine the source with the most funds
- C. Estimate the odds of being selected for FUNDING
- D. Keep abreast of the literature



Answer: A, C and D

Network

1. With other colleges - It may be that your college has similar needs, problems or goals that could form the basis for the development of a collaborative grant. KCC wrote a grant that allowed us to partner with Danville Area Community College and Parkland College to develop and participate in a program of professional development for Student Services counselors and area high school counselors. That grant allowed us to hire prominent speakers for three forums and provide counselor exchanges on each of the three participating college's campuses. Also, find out what experiences they have had with various funding agencies. Do they have any insight that may be helpful?
2. With successful grant writers - Do they know of other funding sources or the types of projects which grant providers are especially interested in at this point in time?
3. With funding agencies in person or over the phone - Establish a business relationship with the person(s) in charge so that they can put a face with a name. Get a clearer picture of what the organization is looking for—what are the most important components? What vocabulary does the person use for key ideas?

Estimate the Odds

How many RFPs will be funded? The total number is important, but the percentage of those submitted that receive funding is more important. How much work is required compared to the potential payoff if the grant is funded and relative to the percentage of RFPs funded? If writing the RFP will require a great deal of time/resources and the potential payoff is relatively small, you may want to look for another source. Also, if the time/resource requirement is high and only 2 percent are funded, it depends on how skilled your grant writer is whether you will want to invest those resources.

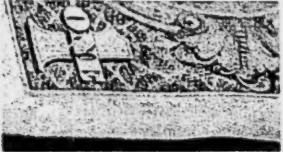


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Keep abreast of the literature - Research

1. Identify and bookmark funding source web sites and visit them on a regular basis to keep up-to-date with the type of projects each source is willing to fund and at what level. A list of some good web sites is included in your handout. Identify projects that best match your list of needs, problems and goals from step one. If a project was not on your list but sounds as though it would significantly benefit your division, make a note of it.
2. Subscribe to and skim funding agency newsletters and list serves. Get more information on any items that seem to address your list of needs, problems, and goals from step one or that might be of significant benefit to your division but had not been identified.
3. Read professional journals to learn about legislation that might provide a new funding source and to keep abreast of federal and state funding trends. Also read to learn about grants that other community colleges have received and the successful programs they have developed that might make a good grant proposal for your college.



Once the needs, problems or goals have been matched with a funding source of the same interest, the grant writer(s) should:

- A. Begin writing objectives
- B. Outline the grant content
- C. Look for someone else to do the work
- D. Brainstorm about specific project possibilities



Answer: D

It is important to include staff from various vantage points across the college and to truly brainstorm. No idea is too "creative," and participants should be encouraged to just think out loud. One idea often triggers another, which triggers one or two more. That is the power of brainstorming, especially with a group composed of people with different perspectives. It also promotes "buy-in" from those various areas once a project is identified. THINK BIG! Small, mundane ideas make a poor basis for a funding proposal. It can be scaled back if necessary depending on what the funding level will actually support.



Once a specific project has been identified as appropriate to the college's needs and strongly compatible with the funding source's interests, objectives must be developed:

- A. by two or three members of the brainstorming team
- B. that are general enough that achieving them will not be a problem
- C. that are measurable and time specific
- D. that are ambitious but attainable
- E. that involve a trip to Hawaii in February
- F. that clearly address the key goals of the funding source



Answer: A, C, D and F

This is a crucial step because these objectives are the foundation on which the grant proposal rests. Objectives must be worded in such a manner that it is obvious that they address the goals of the funding source, and the program activities—in turn—must be tied to the objectives. So the objectives are the bridge that join the grant source's interests to the proposal's activities. Objectives must be measurable or how are you going to demonstrate the degree to which they have been met? A timeline is important because it demonstrates that you will be able to achieve the objectives in the time allotted by the grant. Again, the objectives must be ambitious enough to warrant outside supplemental funding, but they also must be attainable. We recommend that two to three members of the brainstorming committee be charged with writing the objectives. We find it helpful to have more than one pair of "critical" eyes working on the development of this crucial piece, but more than three gets to be too complicated.



How much funding should the organization ask for in the initial proposal?

- A. Ask for the maximum allowable
- B. Just enough to cover bare bones expenses to make yours attractive
- C. Enough to comfortably achieve the planned results
- D. Double the amount of what you need, because it will be cut



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Answer: C

With most Department of Education and other funding organizations, there is a reduction to or negotiation on the level of funding finally awarded to colleges. Proposals should request the ideal amount of money to pay for the project and for the necessary staffing to achieve the results intended in the plan. Given that certain grant programs have a ceiling amount of funds available, organizations submitting proposals should not assume that requesting "bare bones" proposals will enhance their likelihood of being funded. With "bare bones" planning, you are likely to get "bare bones" results. Make sure that you request the necessary funds to achieve all of the activities and obligations you propose to accomplish. At the same time, keep in the back of your mind how you would modify the proposal if funding is awarded at a lower level. You then may want to consider reducing the number of objectives, the number of clients served or the scope of your plan of operation.

In developing most grant proposals, I typically recommend that writers begin with the objectives. Once the objectives are honed to a point where they have all the characteristics discussed here today, the grant writer should move to the budget. The funding agency normally will provide guidelines for eligible budget categories and sometimes rules regarding line items. Once you are familiar with the guidelines and rules, develop a budget beginning with staff and then all other line items which support achieving the objectives you have designed. The number of participants to be served and those unique elements which you plan to include to make your proposal stand out from others must have adequate resources. Anticipate that the budget may be based on a dollar amount per participant as well as funds for the typical support to staff your plan. Frequently funding agencies request grant administrators to attend national training sessions; therefore, money should be allocated for professional travel and travel costs to provide participant travel to activities and grant-related events. Don't forget such practical things as postage, telephones, printing and equipment. Items such as computers, desks, chairs, files, et cetera, must also be provided, and remember to not underfund your plan.



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How can I format my proposal
so readers will fund it?

- A. Follow directions carefully
- B. Ask someone else to review it
- C. Secure a reader's scorecard
- D. Consult a palm reader



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Answer: A & C

Follow the directions sounds like an obvious suggestion, but it can be challenging especially when you have to emphasize facts and needs relative to your institution. As the writer, it is easy to articulate your message but if you miss the mark on following the application requirements, your message may never get read much less funded. Another strategy to consider is securing the reader's scorecard. It is possible to request a copy of a reader's scorecard. Contact the funding source or a staff member from an already funded grant. Consider the "selection criteria" section of the application packet. If this is available, scoring criteria may be clearly defined.

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APPLICATION TECHNICAL REVIEW FORM
(READER'S COMMENT FORM)
STUDENT SUPPORT SERVICES
BASED ON JULY 24, 1996 FINAL REGULATIONS
34CFR PART 646.21(SELECTION CRITERIA)
COUNCIL FOR OPPORTUNITY IN EDUCATION DRAFT

Applicant

Application Number

Descriptive Name of Project

Address

INSTRUCTIONS: This form is furnished for your use in evaluating the attached application. Please complete all pages and return the entire form to us; be as thorough and explicit as possible in your responses. We are requesting your professional evaluation of the applicant's need for the project, strengths and weaknesses of their plan to address these needs through the proposed project and their plans to evaluate the project's success. If you have any questions concerning the application, please contact the program officer assigned to your panel.

SUMMARY RATINGS

	<u>MAXIMUM POINTS</u>	<u>SCORE</u>
1. NEED	24	_____
2. OBJECTIVES	8	_____
3. PLAN OF OPERATION	30	_____
4. INSTITUTIONAL COMMITMENT	16	_____
5. QUALITY OF PERSONNEL	9	_____
6. BUDGET	5	_____
7. EVALUATION PLAN	8	_____

TOTAL



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Application Technical Review Form - Student Support Services

7. Evaluation Plan - (Maximum of 8 points)

Evaluate the quality of the evaluation plan for the project on the basis of the extent to which -

(1) The applicant's methods for evaluation -

Are appropriate to the project and include both quantitative and qualitative evaluation measures; and

Maximum points (2)

2

Examine in specific and measurable ways, using appropriate baseline data, the success of the project in improving academic achievement, retention and graduation of project participants; and

Maximum points (2)

2

(2) The applicant intends to use the results of an evaluation to make programmatic changes based upon the results of project evaluation.

Maximum points (4)

4

Strengths

Instead of just repeating previous sections, the narrative explains how evaluations will be conducted, by whom, and what will be learned by the analysis. Every relevant kind of data that can help determine outcomes of project efforts will be utilized. Where necessary, changes

Weaknesses

Will be made to improve the plan,

None were found

Total Points Awarded

8



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(g) *Evaluation plan* (8 points). The Secretary evaluates the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation—

(1) Are appropriate to the project's objectives;

(2) Provide for the applicant to determine, using specific and quantifiable measures, the success of the project in—

(i) Making progress toward achieving its objectives (a formative evaluation); and

(ii) Achieving its objectives at the end of the project period (a summative evaluation); and

(3) Provide for the disclosure of unanticipated project outcomes, using quantifiable measures if appropriate.

(Approved by the Office of Management and Budget under control number 1840-0549)

(Authority: 20 U.S.C. 1070a-12)

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- Surveys of participants' opinions regarding the services provided by TRIO ETS including tutorial services, summer sessions, workshops, cultural/educational activities and overall program services.
- Questionnaires administered to the total faculty and faculty focus groups to measure an improved climate for LI/FG students. These questionnaires and focus groups will measure changes in attitudes toward LI/FG students in general and the amount of time they spend with these students.
- Qualitative instruments will be used to determine what participants say regarding their attendance at cultural events at the college and at off-campus events including those in the surrounding communities.
- Measurement of the improved climate of acceptance for LI/FG students also will be achieved through pre- and post-surveys of workshop participants on an interval basis.
- As are appropriate and consistent with the specific objectives, similar information will be obtained for the comparative cohort group for specific comparative evaluation.

Thus, KCC's methods of evaluation are appropriate, comprehensive, multidimensional and valid for the project objectives.

2. The extent to which KCC's ETS methods of evaluation provide for the applicant to determine, using specific and quantifiable measures, the success of the project in
(i) making progress toward achieving its objectives (a formative evaluation) and
(ii) achieving its objectives at the end of the project period (a summative evaluation).



In what way can I incorporate the priorities of the agency into the language of the proposal?

- A. Take a vocabulary course
- B. Use "buzz" words to guide the reader
- C. Hire a grant writer
- D. Hope for the best



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Answer: B & C

There are simple strategies that will allow you to incorporate the priorities of the agency into your document. Look for "buzz" words in the proposal guidelines. Use those guidelines to establish the *Table of Contents* section of your proposal.

Another way to ensure the incorporation of agency priorities would be to hire a grant writer for the project. Network with colleagues who have had success in hiring grant writers to get the scoop on the reputation and record of potential grant writers.



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§ 646.21 What selection criteria does the Secretary use to evaluate an application?

The Secretary uses the following criteria to evaluate an application for a new grant:

(a) *Need for the project* (24 points). The Secretary evaluates the need for a Student Support Services project proposed at the applicant institution on the basis of the extent to which the application contains clear evidence of—

(1) (8 points) A high number or percentage, or both, of students enrolled or accepted for enrollment at the applicant institution who meet the eligibility requirements of § 646.3;

(2) (8 points) The academic and other problems that eligible students encounter at the applicant institution;

(3) (8 points) The differences between eligible Student Support Services students compared to an appropriate group, based on the following indicators:

(i) Retention and graduation rates.
(ii) Grade point averages.
(iii) Graduate and professional school enrollment rates (four-year colleges only).

(iv) Transfer rates from two-year to four-year institutions (two-year colleges only).

(b) *Objectives* (8 points). The Secretary evaluates the quality of the applicant's proposed project objectives on the basis of the extent to which

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KEY TO SELECTION CRITERIA

KEY TO SELECTION CRITERIA	i
ABSTRACT	vi
BUDGET NARRATIVE	viii
MAP	xvi
OVERVIEW	xvii
NEED	1
A high number and percentage, or both, of students enrolled or accepted for enrollment at the institution who meet eligibility requirements	4
The academic and other problems that eligible students encounter at the institution	9
The differences between eligible Student Support Services students compared to an appropriate group, based on the following indicators:	16
Retention and graduation rates	16
Grade point averages	17
Transfer rates from two-year to four-year institutions	18
OBJECTIVES	23
Performance, process, and outcome objectives relating to each of the program purposes of SSS	24
Objectives addressing the identified needs of the proposed participants	24
Objectives are clearly described, specific, and measurable over the life of the project	24
Objectives are ambitious but attainable given the project budget and resources	25



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Ameritech
TECHNOLOGY AWARDS
for Illinois Community Colleges

2001 REQUEST FOR PROPOSALS

Ameritech is pleased to announce the 2001 Ameritech Technology Awards for Community Colleges. This program was developed to encourage the innovative use of technology at community colleges in Illinois. All community colleges under the ICCB umbrella are eligible.

This year, Ameritech will offer five \$10,000 grants to five community colleges. One of the five grant awarded is available to a college outside Ameritech's service area.

Colleges may submit an unlimited number of applications and collaboration on program submission are encouraged.

HOW TO APPLY

Colleges may submit more than one proposal. However, the college's president must sign each proposal.

- Proposals should not exceed four pages, which includes the cover sheet. Please do not include attachments, appendices or additional materials.
- Please use the enclosed form as a cover sheet to your proposal.
- The body of the proposal should cover the stated criteria. It should:
 - ✓ A. Provide background information about your college, such as location, number of students and faculty, and so on.
 - C B. Define the program, and clearly state its goals.
 - C C. Describe the technology used in the program.
 - ✓ C D. Describe how technology enhances or could enhance the program goals.
 - ✓ E. Describe how others could replicate the program and how you will proactively share your process and outcomes to encourage future educational partnerships.

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- C F. Provide a timeline for the program. *C*
- G. Describe your publicity plan. *N*
- C H. Describe the evaluation plan and how success will be measured. *C*
- I. Include a detailed budget that outlines how the Ameritech grant will be used. Please refer to the "Criteria" section of this brochure for more details on budget requirements

CRITERIA

Proposals are reviewed based on the following criteria:

PROGRAM-BASED ACTIVITY

- Proposals should be program-based with clearly defined and attainable goals. Requests for operating support will be disqualified.

A program-based request is one that is planned and organized around a set of services for a specific population. For example, a request to develop curriculum for a particular subject area - such as math or English - to deliver over the Internet to a specific audience is considered a program-based activity.

A request for operating support is one that uses funds to maintain the ongoing services, mission or goals of a college. A request to cover the cost of doing business is considered operating support and is unacceptable for the application.

- Requests that seek funding for a portion of a larger program are not recommended. Proposals should outline a need and demonstrate how the project fills that need.

INNOVATIVE USE OF TECHNOLOGY

- The program should involve and reward community colleges for developing non-traditional innovative uses of technology for life long learning and job skills. The proposal should demonstrate clearly how technology enhances or could enhance the program's goals. It also should show how the application of technology is an innovative solution to an existing problem.

MEASURABLE OUTCOMES

- The program should include a quantitative evaluation plan to help measure success against the stated goals of the program. Evaluation plans should include systems to track the program's effectiveness, such as pre- and post-program surveys, logs, test scores, and so on.



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Ameritech Technology Initiative: Science, Math and Technology Summer Academy

Program Definition and Institutional Background Information

Kankakee Community College is pleased to submit this application, Science, Math and Technology Summer Academy, to the Ameritech Technology Awards Program. A total of \$10,000 is requested to launch a new college initiative to prepare 20 high potential female students who are sophomores in high school for careers in math, science and technology. The National Association for the Advancement of Science reports a dearth of females in the math and science professions as well as a 30% salary differential as compared to men, justifying the need and value of our project.

The Kankakee County area is mostly rural, somewhat isolated, extremely poor in many sections and very limited in the opportunities for residents. It is an area that has never completely rebounded from the loss of a strong industrial base 30 years ago, and its citizens are mostly blue collar, many with an agrarian heritage and mindsets which are hesitant to adapt to new ideas, not to mention the concept of women in fields of technology and math in particular.

Kankakee Community College's district serves Kankakee County with the city of Kankakee being the largest town at approximately 30,000. Our proposed KCC partner project targets high potential female students in Kankakee County. Families within this area receive the largest percentage in Illinois of Temporary Aid for Needy Families (TANF or welfare) benefits. According to the targeted school districts' 1998-99 school report cards, 63.2% of the population is low-income with a mobility rate of 40.2%. These percents far exceed the state averages, which are 36.1% and 18.1% respectively. These conditions represent a hostile environment for prospects of females pursuing careers in math, science and technology.

Creative minds at Kankakee Community College and within the greater community have been working energetically to establish mutually beneficial collaborations among KCC's targeted student development programs and the Kankakee, St. Anne, Clifton, Herscher and Manteno high schools. The announcement of the Ameritech project has provided the final impetus and solidified the unity and commitment among KCC's proposed partners to develop and deliver a Summer Academy designed to inspire high potential female students to pursue careers in math, science and technology.

INNOVATIVE USE OF TECHNOLOGY PLAN

Goal, Objectives, Technology Integration, Timeline and Evaluation of the Project

Goal: To provide high potential female students who have expressed interests in careers in math, science or technology with comprehensive career guidance, first-hand vocational experiences, and relevant and critical scientific, technical and mathematical skills for developing their career preparation in the field of technology.

Objectives	Technology/Integration	Timeline	Evaluation Plan (outcomes)
#1 - Develop a math, science and technology curriculum for a 3 week intensive summer academic experience and select and train staff.	The program will employ graphing calculator technology to collect and analyze data and to explore mathematical relationships that amplify mathematical foundations essential for quality science and IT learning experiences.	December 2001 through February 2002	This objective will be measured by aligning curriculum to "best practices" as per the National Academy of Science's National Science Education Standards. The degree of satisfying the NSES Standards is the measure.



What is the most effective way
to prevent simple mistakes?

- A. Use spelling and grammar check systems
- B. Read the document three times
- C. Recruit an editor
- D. I never make mistakes



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Answer: C

The use of spelling and grammar check systems as well as rereading a document several times are basic strategies one should naturally adopt. However, one of the most reliable strategies for Kankakee Community College is the recruitment of an editor. As the proposal writer, it becomes difficult to review the document with a fresh perspective. Writers tend to get mired in the document and make simple mistakes. The KCC system of assigning an editor to the project promotes accuracy, clarity and objectivity. The editor should use the official scorecard when reading the document. It is not unusual to edit a document several times before submitting it. So, revise and edit, revise and edit, revise and edit. Avoid the need to get your application submitted before everyone else. Use the time allocated for submission to refine the document.



How can I gain a
competitive edge in the
proposal writing process?

- A. Assume the role of the reader
- B. Be creative and glitzy
- C. Send gifts to the readers
- D. Who cares about competition?



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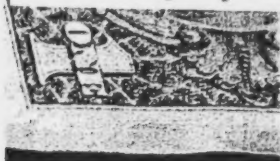
Answer: A

Assuming the role of the reader can be tricky, especially when you are the writer. However, this strategy can give you that competitive edge and success. When you write as a reader, you should consider whether the document is negotiable, logical, visually pleasing and readable.

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FIRST GENERATION STUDENTS		
KCC ETHNICITY	Number First Generation	% of total enrollment
African Am.	327	10
Hispanic	77	2
Native Am.	19	.005
Asian/Pacific Is.	19	.005
Caucasian	1,482	44
Other	0	0
TOTAL KCC FIRST GENERATION	1,821	56%
TOTAL KCC ENROLLMENT	3,251	--
TOTAL STATE ENROLLMENT	215,615	--
TOTAL U.S. FIRST GENERATION	7,171,110	43%
TOTAL U.S. ENROLLMENT	16,677,000	--
Sources: 2000 KCC Fact Sheet; 1999 data based on: 1998 Digest of Education Statistics; 1998 Illinois Board of Higher Education Financial Aid Survey; 1998 Data Book on Higher Education; KCC Financial Aid Office; National Center for Education Statistics, June 1998		

The above data demonstrates the high percentage of students eligible for TRIO according to this criteria.

According to the most recent census data, Kankakee County's education level is below the national standards. Twenty-eight percent of Kankakee County adults 25 and older did



What should I consider
when mailing the document?

- A. Proposal appeal—cover/binding
- B. Packaging
- C. Return receipts
- D. Timelines



Answer: All of the above

Make sure your proposal satisfies these requirements. Some agencies want proposals bound by rubber bands or clips. Others prefer spiral binding and plastic covers. Packaging should support the document so it arrives in one piece and in a presentable style. Always submit your document by the date indicated in the proposal. More importantly, personally take your proposal to the post office and use the return receipt option when mailing your document. Last October KCC submitted a \$1.6 million Education Talent Search proposal. In December we were notified that some of these documents had to be quarantined due to the anthrax scare. The agency did not know which documents were under quarantine so it was up to us to determine whether or not our proposal made it to the agency. Since we had not received our return receipt, we could make the assumption that we needed to resubmit our proposal. When you get your return receipt in the mail, attach it to your copy of the proposal for future reference if necessary. At this point in the process, it is up to you to relax and wait for funding.



How should you deal with evaluation?

- A. Develop measurable objectives and evaluation criteria
- B. Avoid the issue
- C. Be prepared to manipulate the data
- D. Hope they don't ask
- E. Just expect success



Answer: A

Assuming that all objectives have specific timelines and precise standards for achievement, the evaluation criteria can be established to communicate to the funding source whether or not you actually achieved what you proposed. Using a chart template will allow you to easily demonstrate what you set out to do and how you will show results. As an example, objectives can be expressed as concise statements in the first column of your chart. The second column can include the timelines for achieving the objectives, and in this column you also can indicate progressive incremental steps tied to timeline-sensitive benchmarks. A third column should indicate the person responsible for assuring the objectives are completed. The fourth column will indicate how the measurement will be conducted. The final column is the specific measure which will indicate the degree to which the objective was achieved. A key element is that the objectives lend themselves to being measured and that there is a quantitative or qualitative measurement which verifies that the objective has, or has not, been achieved and to what degree.

In designing your proposal, your plan should always include a system for reporting on the progress toward achieving the objectives. For effective reporting of the results of the proposal within the plan, the timelines should indicate when the activity is to be launched as well as when to anticipate it being completed. Between those two events, the grant proposal plan can very effectively provide benchmarks of achievement at specific intervals along the way. The benchmarks also need to have specific timeline measures and indicate the person responsible for marking the progress.

How do you organize an implementation plan?

- A. Flesh out the details from the objectives/activities chart
- B. Be spontaneous after you're funded
- C. Borrow someone else's
- D. Follow a chronological system of recording month by month activities



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Answer: A

The plan of operation should flow from the established list of objectives. The plan often can follow the same sequence as the planned objectives. The plan of operation should include incremental steps as well as intermediate steps which support the execution of the broad objective. The plan of operation should determine—once again—who is responsible, when the activity will occur, what the activity expects to accomplish and how it will be executed. In developing the plan of operation, writers should seize the opportunity to develop unique approaches to achieve results by attempting to utilize unusual approaches for the plan and its support activities.



How much funding should
the organization ask for in the
initial proposal?

- A. Ask for the maximum allowable
- B. Just enough to cover bare bones expenses to make yours attractive
- C. Enough to comfortably achieve the planned results
- D. Double the amount of what you need, because it will be cut



Answer: C

With most Department of Education and other funding organizations, there is a reduction to or negotiation on the level of funding finally awarded to colleges. Proposals should request the ideal amount of money to pay for the project and for the necessary staffing to achieve the results intended in the plan. Given that certain grant programs have a ceiling amount of funds available, organizations submitting proposals should not assume that requesting "bare bones" proposals will enhance their likelihood of being funded. With "bare bones" planning, you are likely to get "bare bones" results. Make sure that you request the necessary funds to achieve all of the activities and obligations you propose to accomplish. At the same time, keep in the back of your mind how you would modify the proposal if funding is awarded at a lower level. You then may want to consider reducing the number of objectives, the number of clients served or the scope of your plan of operation.

In developing most grant proposals, we usually recommend that writers begin with the objectives. Once the objectives are honed to a point where they have all the characteristics discussed here today, the grant writer should move to the budget. The funding agency normally will provide guidelines for eligible budget categories and sometimes rules regarding line items. Once you are familiar with the guidelines and rules, develop a budget beginning with staff and then all other line items which support achieving the objectives you have designed. The number of participants to be served and those unique elements which you plan to include to make your proposal stand out from others must have adequate resources. Anticipate that the budget may be based on a dollar amount per participant as well as funds for the typical support to staff your plan. Frequently, funding agencies request grant administrators to attend national training sessions; therefore, money should be allocated for professional travel and travel costs to provide participant travel to activities and grant-related events. Don't forget such practical things as postage, telephones, printing and equipment. Items such as computers, desks, chairs, files, et cetera, must also be provided.

How can I show a sponsor
that others are committed to
the project?

- A. A proposal should avoid complicating itself with multiple sponsors
- B. Forget it! You're in this alone
- C. Get partners to provide endorsement letters
- D. Secure letters of commitment of tangibles



Answer: D

The Department of Education in Washington, D.C., as well as corporations and foundations who sponsor grant funding programs are interested in having a broader impact of their mission or agenda by having its funded proposals utilize partnership among organizations with similar interests. Much of the literature in recent years advocates partnerships among P-16 education units. Partnerships between education and business have also gained great popularity. There has been emphasis on educating students for jobs and careers which makes partnerships with businesses in the private sector even more popular. Another underlying agenda may be that partnerships cultivate new sources of revenue to further the likelihood of achieving the objectives which also enhances the experience of the clients served by the proposal.

Letters of commitment from partners should include tangible and measurable commitment. Letters of commitment should indicate offers of people's time, specific commitments of custodial services, technology expertise, equipment and supplies as well as the most obvious commitment of matching funds.



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How should you justify the project?

- A. Prove that you have previously done good things
- B. Submit data, articles and other documentation of need
- C. Be very specific about how you will spend the money
- D. Send the college's annual financial report



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Answer: B

Your request for grant funds will need solid justification. The justification to fund your proposal will come from information you provide which includes data and statistics which demonstrate a need for your proposal. Local newspaper articles, professional publications, quotes from respected experts and other forms of authoritative documentation help build confidence for your proposal and establish its genuine value. You should always be accumulating these kinds of materials as your storehouse for future grants and proposals. Don't wait to begin collecting this material until you need it to write your grant proposal. You should collect these materials over a period of time, and this collection will serve as your reference library from which you can draw support in developing the future proposals you construct.



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When you're notified of the
award, you immediately should:

- A. Wipe your brow and take a nap
- B. Communicate your progress to your institution
- C. Do double cartwheels down the hallway
- D. Crack open the celebratory champagne

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Answer: B

Maybe you'll do all four of these things, but first let the top administration know that you're proposal has been funded. The president will be aware of the grant initiatives, as his/her signature was required for proposal submissions. But keep the rest of the administration informed about grant initiatives from their inception and share the successes with them as the initiatives are realized.



Besides making a societal impact and tasting the thrill of victory, what will your grant team look forward to the most about gaining funding?

- A. Celebrating the award!
- B. The opportunity for new office furniture
- C. Writing annual progress reports
- D. The quiet satisfaction of a job well done



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Answer: A

Everyone loves to celebrate a victory, and it's a great way to let your grant team know how much they are appreciated. Order pizza, go to lunch or throw a college-wide cake and punch reception to celebrate the win! Celebrations notify the entire institution of your recent developments and motivate your grant team to rally the troops for the next big initiative—hiring staff and putting the grant into practice!



When considering
how to begin carrying out the
project, you should:

- A. Anticipate how to integrate the project into the institution's standard operations
- B. Hang up banners welcoming new staff
- C. Purchase extra pens and pads of paper for the supply cabinet
- D. Hold a press conference to satisfy your adoring fans' questions



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Answer: A

Anticipate how to integrate the project into the college's normal operations, and plan to sustain the initiatives after the funding cycle is complete. You'll likely have written the document to anticipate that the college will sustain the project after the money is spent, so plan to carry out that concept. Demonstrating how your institution will sustain a project after funding has ended is often a stipulation addressed in the proposal.



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If your proposal is
not funded, you should:

- A. Throw yourself on the floor and cry in agony
- B. Cancel plans to redecorate the office space
- C. Reinvent your document for another funding opportunity
- D. Spend some time alone listening to Barry Manilow

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Answer: C

Though it can be discouraging, proposals often do not get funded on the first try. Barry Manilow may provide some soothing words, but what will make an impact is refining the proposals to submit them to another funding source. If proposals are rejected, ask the funding source for the readers' score sheets so that you can learn how to strengthen the proposal for future acceptance. Make the necessary changes and then research new opportunities to submit the repackaged proposals.

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